

STUDY GUIDE

In Texas, the Department of Family and Protective Services (DFPS) regulates the training of people who work in home- and center-based facilities.

Must training meet criteria? DFPS recognizes clock hours or continuing education units (CEU) from various sources including 1) workshops offered by local school districts, colleges or universities, or child care licensing; 2) conferences; 3) self-instructional materials; and 4) planned learning opportunities. See minimum standards, §746.1317 for center-based care and §747.1315 for home-based care for further details.

All training must include specifically stated learning objectives; a curriculum, which includes experiential or applied activities; an assessment to determine whether the person has met the objectives; and a certificate of successful completion.

Does DFPS approve training resources or trainers for clock hours? No. It's your responsibility to obtain relevant training from reliable resources. DFPS does recommend, however, that you preview all training materials and ask trainers to verify their knowledge of the subject—both experience and education, and training qualifications.

What is instructor-led training? This is usually a class led by an instructor, who communicates and interacts with learners by answering questions, providing feedback, and offering guidance or information on resources. Advantages include getting a break from the isolation of your work, networking and support, sharing knowledge, and learning about different practices in early care and education.

What is self-instructional training? This is training in which an individual works alone, at her own pace, to complete lessons or modules without the direction, assistance, or feedback of an instructor. That is why CPR and first aid training cannot be obtained through self-instructional training.

DFPS limits the number of annual training hours you can obtain from self-instructional materials. Check your minimum standards for details on these limitations; for home-based care, see §747.1325. For center-based care, see §746.1327.

How do I verify training for DFPS? To be counted toward compliance with minimum standards, the trainer or training source should provide you with a certificate or letter showing: your name, date of the training, title or subject of the training, the trainer's name or the training source for self-instructional training, and the length of the training specified in clock hours, CEU's, or college credit hours.

Keep all documentation in a safe place like a file cabinet or personnel file. DFPS licensing representatives may ask to review self-instructional materials to ensure training criteria are met. Do not mail your documentation to child care licensing or to the *Texas Child Care Quarterly*.

Can I use Texas Child Care for self-instructional training? Yes. DFPS will recognize two clock hours of self-instructional training credit from this issue, provided you do the following: 1. Review the checklist at right. 2. Study all articles that relate to your work with children. 3. Respond to the checklist with documented evidence (written descriptions, photographs, and charts, for example). Continue to study the article until you can provide documentation and answer "Yes" to each skill. 4. Attach a copy of the checklist or a cover page to your documentation. Be sure to include your name, the date you completed the documentation, and identify the issue and titles of the articles you studied.

Learning objectives and evaluation checklist

Early literacy: Supporting and assessing emergent reading and writing (page 2)

- I can list at least three reasons some children have difficulty reading and describe the support I could offer for each.
- I can describe the meaning and importance of environmental print and document at least five examples from my classroom.
- I can list at least three goals for improving my program's literacy plan and set dates for meeting my goals.

Snip, clip, and learn: Using old magazines and newspapers in the early childhood classroom (page 12)

- I can list at least three things I must do before introducing cutting activities using recycled materials.
- I can describe at least two new ways to support literacy using recycled printed materials.
- I can document with pictures, notes, and lesson plans children's responses to at least four of the activities described in this article.

Parent handbooks that help sell your program (page 16)

- I can describe and document at least five practices I employ when interviewing parents.
- I can document my procedures for updating handbooks.
- I can describe how an accurate, up-to-date handbook helps me market my program.

Puzzles: Set the table for learning (page 24)

- I can describe in writing at least three purposes for puzzles and manipulatives in early childhood classrooms.
- I can list at least four criteria for puzzle selection for the children in my care.
- I can list at least three routines and document my practice for enhancing puzzle activity in my classroom.

Insects and spiders—Arthropods everywhere (page 34)

- I can list at least five reasons the study of insects and spiders is useful.
- I can describe the differences between spiders and insects.
- I can document with pictures, notes, and lesson plans children's responses to at least eight of the activities described in this article.